

Board Office Use: Legislative File Info.	
File ID Number	15-1632
Introduction Date	9/24/15
Enactment Number	15-1477
Enactment Date	9/24/15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Memo

To Board of Education

From Antwan Wilson, Superintendent

Board Meeting Date 9/24/15
(To be completed by Procurement)

Subject Individual Service Agreement - Master Memorandum of Understanding - Bay Area Community Resources (contractor) - 129/Lafayette Elementary School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between District and Bay Area Community Resources, for services to be provided primarily to 129/Lafayette Elementary School.

Background

A one paragraph explanation of why the consultant's services are needed.

The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 24, 2015 (Enactment number 15-1160).

Discussion

One paragraph summary of the scope of work.

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources, San Rafael, CA, for the latter to provide their Menu Option A-Lead Agency Unit for Elementary School Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Lafayette Elementary School for the period of July 1, 2015 through August 19, 2016, in an amount not to exceed \$140,071.00, pursuant to the terms and conditions as specified in the MOU.

Recommendation

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MMOU) between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Lafayette Elementary School for the period July 1, 2015 through August 19, 2016.

Fiscal Impact

Funding Resource: 6010/After School Education and Safety (ASES) Grant in the amount of \$85,431.00 and 4124/21st Century Community Learning Center (21st CCLC) Grant in the amount of \$54,640.00, for a total amount not to exceed \$140,071.00.

Attachments

- Individual Service Agreement
- Program Schedule and Budget
- Certificate of Insurance
- Menu of Service
- Copy of Master Memorandum of Understanding

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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2015-2016

MASTER MOU INFORMATION

VENDOR NAME	Bay Area Community Resources		
VENDOR #	1001628	ENACTMENT #	15-1160
SITE / DEPT NAME	Lafayette Elementary School	SITE #	129
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:		renee.mcmeam@ousd.k12.ca.us	

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) – SELECT DESIRED SERVICE

SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
A-Lead Agency Unit for Elementary	K-5	\$ 96,576	1.45	\$ 140,071
		\$		\$
		\$		\$
TOTAL AMOUNT				\$ 140,071

IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:

1a. and 1d. School opting to utilize own teachers to provide academic services and to fund School Safety Officer, reducing the academic programming charges to the cost above.

R0160847 ASES

BUDGET INFORMATION

REQUISITION NUMBER	R0160848	START DATE	07/01/2015	END DATE	08/19/2016
RESOURCE #	RESOURCE NAME	ORG KEY		AMOUNT	
6010	ASES	1291553401		\$ 85,431	
4124	21st CCLC	1291871401		\$ 54,640	
				\$	

This Individual Services Agreement is a contract for services. Its execution by an authorized OUSD agent, commits OUSD to pay for services provided by this VENDOR under the terms and conditions of the Master MOU referenced and incorporated herewith.

VENDOR	NAME	Martin Weinstein	TITLE	CEO
SIGNATURE			DATE	6/25/15
OUSD SITE ADMINISTRATOR	NAME	Eddie Scruggs-Smith	TITLE	Principal
SIGNATURE			DATE	6/22/2015

APPROVAL

IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development

SPSA ACTION ITEM NUMBER: _____ OR, _____ SPSA MODIFICATION DOCUMENTATION ATTACHED

RESOURCE MANAGER, if using funds managed by:

☐ State and Federal ☐ Quality Community School Development ☒ After School Programs

SIGNATURE		DATE	6-25-15
SIGNATURE		DATE	
NETWORK / EXECUTIVE OFFICER or DEPUTY CHIEF			
SIGNATURE		DATE	6-25-15
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	9/25/15
SIGNATURE		DATE	9/25/15



BAYAREA-10

RKANEN

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

7/23/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Vantreo Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	CONTACT NAME: Sindy Graham	
	PHONE (A/C, No, Ext): (707) 546-2300 FAX (A/C, No): (707) 546-2915	
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A: Philadelphia Indemnity Ins Co	18058
	INSURER B: California Insurance Company	38865
	INSURER C: Philadelphia Insurance Companies	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER:	X	PHPK1361041	07/01/2015	07/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Abuse Sublimit \$ 1,000,000 COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		PHPK1361041	07/01/2015	07/01/2016	BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB506511	08/11/2015	07/01/2016	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> Y <input type="checkbox"/> N	732183680101	07/01/2015	07/01/2016	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab		PHPK1361041	07/01/2015	07/01/2016	Each Incident 1,000,000
C	D/O Liability		PHSD955266	07/01/2015	07/01/2016	Each Incident 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is named as an Additional Insured, per form PI-GLD-HS 10/11

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
900 High Street
Oakland, CA 94601

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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AFTER SCHOOL BUDGET PLANNING SPREADSHEET

ELEMENTARY & MIDDLE SCHOOLS 01 2015

Site Name:	ASES	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	21CCLC Supplemental Programming (school year only)	OPCY Match Funds	Program Fees (if applicable)	Other Lead Agency Funds
Site #: 129	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency	Lead Agency
Average # of students to be served daily (ADA): 186	USD Lead Agency	USD Lead Agency	USD Lead Agency	USD Lead Agency	USD Lead Agency	USD Lead Agency	USD Lead Agency	USD Lead Agency
TOTAL GRANT AWARD	\$122,700	\$63,450	\$0	\$0	\$0	\$67,000	\$0	\$4,577
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL, SUPPLIES								
USD Indirect (5%)	\$5,843	\$3,021	\$0	\$0	\$0	\$0	\$0	\$0
USD ASPO admin, evaluation, and training/technical assistance costs	\$7,845	\$3,953	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Staffing and Supplies at 3.25%	\$3,846	\$1,835	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL SITE ALLOCATION	\$105,663	\$4,840	\$0	\$0	\$0	\$0	\$0	\$0
CERTIFICATED PERSONNEL								
1120 Academic Liaison/Quality Support Coach REQUIRED	\$3,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ELA academic intervention or Common Core academic enrichment (2 X \$23.16 X 186 days X 30wks = \$5,558)	\$5,558	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1120	\$5,558	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total certificated	\$9,058	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED PERSONNEL								
2205 Site Coordinator (list here, if district employee)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2220 SSO (optional)	\$7,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total classified	\$7,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
BENEFITS								
3000's Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24%)	\$2,174	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000's Employee Benefits for Classified Staff on Extra Time/OverTime (benefits at 20%)	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000's Employee Benefits for Salaried Employees (benefits at 40%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000's Lead Agency benefits (rate: 25%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total benefits	\$3,674	\$0	\$0	\$0	\$0	\$0	\$0	\$0
BOOKS AND SUPPLIES								
Supplies: Student Incentives- \$150, Program Supplies/ Materials- \$500, Meeting/Training Food- \$300, Teacher & Staff Appreciation- \$250, Special Events- \$410, End-of-the-Year Culminative Event \$900 (OUSD only, except for Summer Supplemental)	\$0	\$0	\$0	\$0	\$0	\$2,010	\$0	\$0
4310 Curriculum (OUSD only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5829 Field Trips	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4420 Equipment (OUSD only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Intentional Communities curriculum	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Professional Development/ Trainings (Summer Institute, CPS, Classroom Mgmt, Lesson Planning, etc.)	\$0	\$0	\$0	\$0	\$0	\$300	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0	\$160	\$0	\$0
Telephone	\$0	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0
District professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings)	\$470	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Science Learning Community curriculum and materials (required for 21st Century stars)	\$0	\$500	\$0	\$0	\$0	\$0	\$0	\$0
BACR Community Games/ Other League (seasonal sports)	\$0	\$0	\$0	\$0	\$0	\$350	\$0	\$0
Total books and supplies	\$0	\$0	\$0	\$0	\$0	\$3,460	\$0	\$0
CONTRACTED SERVICES								
5825 BACR Program Coordinator, Lateshye Johnson: \$47,000 total salary, only 10 months from ASES. Fringe @ 25% = \$11,750. Total salary + fringe = \$58,750	\$0	\$36,870	\$226	\$0	\$0	\$21,804	\$0	\$0
5825 Program Assistant/Enrichment Facilitator, Lauren Richardson: \$14,100 x 24hrs/wk x 37wks = \$12,521 + \$3,130 (25% fringe) = \$15,651	\$0	\$482	\$1,209	\$0	\$0	\$13,900	\$0	\$0
5825 After School Instructor/STEM Instructor/ OUSD STP Sub, Enrichment Facilitator, Jameel Jacobs: \$23,400 (district rate) x 15hrs/wk x 36wks = \$12,668 + \$3,167 (25% fringe) = \$15,835	\$0	\$9,655	\$5,030	\$0	\$0	\$1,150	\$0	\$0
5825 After School Instructor/STEM Instructor, Feshe Lee: \$13.5/hr x 21hrs/wk x 37wks = \$10,490 + \$2,622 (25% fringe) = \$13,112	\$0	\$13,112	\$0	\$0	\$0	\$0	\$0	\$0
5825 After School Instructor/STEM Instructor, Marina Dantes: \$13.5/hr x 21hrs/wk x 37wks = \$10,490 + \$2,622 (25% fringe) = \$13,112	\$0	\$9,655	\$3,457	\$0	\$0	\$0	\$0	\$0
5825 After School Instructor/STEM Instructor, Tylene Hendon-Georgier: \$13.5/hr x 21hrs/wk x 37wks = \$10,490 + \$2,622 (25% fringe) = \$13,112	\$0	\$9,224	\$3,888	\$0	\$0	\$0	\$0	\$0
5825 After School Instructor/STEM Instructor, DeAdrianna Bryant: \$13.5/hr x 21hrs/wk x 37wks = \$10,490 + \$2,622 (25% fringe) = \$13,112	\$0	\$13,112	\$0	\$0	\$0	\$0	\$0	\$0
5825 After School Instructor/STEM Instructor/ Enrichment Facilitator, Austin Keyes: \$13.5/hr x 21hrs/wk x 37wks = \$10,490 + \$2,622 (25% fringe) = \$13,112	\$0	\$0	\$13,112	\$0	\$0	\$0	\$0	\$0
5825 After School Instructor, Katherine-Abrams: \$20/hr x 17hrs/wk x 4 days/37wks = \$8,880 + \$2,220 (25% fringe) = \$11,100	\$0	\$0	\$10,800	\$0	\$0	\$300	\$0	\$0
5825 Program Support Staff (2.9% FTE per site - \$840)	\$0	\$0	\$0	\$0	\$0	\$840	\$0	\$0
5825 Subcontractor: ALICE Arts: Drumming/ Ballet Folklore: (\$3,430)	\$0	\$3,430	\$0	\$0	\$0	\$0	\$0	\$0
5825 Subcontractor: Destiny Arts: Dance/ Martial Arts (\$2,040)	\$0	\$0	\$2,040	\$0	\$0	\$0	\$0	\$0
5825 Subcontractor, Prescott Circus: 1 X \$50/hr X 4hrs/wk x 2days/18 wks = \$3,000	\$0	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0
5825 Subcontractor, PlayWell TEKnologies: Enrichment (3-5) (2 X \$50/hr X 2hrs/wk x 1day/30 wks (including materials) = \$5,550	\$0	\$0	\$0	\$0	\$0	\$5,550	\$0	\$0
5825 BACR Program Manager (Professional Development, Training, Coaching, Staff Observations, general feedback for program quality) 14% of \$58,000 = \$8,288 + \$2,071 (25% fringe) = \$10,357	\$0	\$0	\$0	\$0	\$0	\$10,357	\$0	\$0
Total services	\$0	\$82,228	\$52,984	\$0	\$0	\$56,801	\$0	\$0
IN-KIND DIRECT SERVICES								
BACR East Bay Director	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,180
BACR Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,217
Trainings (Summer Institute, CPS, Classroom Management, Lesson Planning, etc.)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200
Volunteer Time	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

ELEMENTARY & MIDDLE SCHOOLS 01/2015

Site Name: Lafayette	Site #: 129	Average # of students to be served daily (ADA): 188	ASES	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	21CCLC Supplemental Programming (school year only)	OFCY Match Funds	Program Fees (if applicable)	Other Lead Agency Funds
			OUSSD Lead Agency	OUSSD Lead Agency	OUSSD Lead Agency	OUSSD Lead Agency	OUSSD Lead Agency	Lead Agency	Lead Agency	Lead Agency
In-kind Subcontractor Providers										
Other In-kind Providers										
Total value of in-kind direct services										\$0 \$4,577
LEAD AGENCY ADMINISTRATIVE COSTS										
Lead Agency admin (4% max of total contracted \$)			\$3,202.65	\$1,656	\$0	\$0	\$0	\$6,639		\$0
SUBTOTALS										
Subtotals DIRECT SERVICE	85	\$22,067	\$82,228	85	\$949	\$52,884	###	\$0	\$0	\$0
Subtotals Admin/Indirect	10	\$15,202	\$3,203	15	\$7,861	\$1,656	###	\$0	\$0	\$0
TOTALS										
Total budgeted per column		\$37,269	\$85,431		\$8,810	\$54,640		\$0	\$0	\$0
Total BUDGETED	100	\$122,700	100	\$63,450	###	\$0	###	\$0	\$67,000	\$0
BALANCE remaining to allocate		\$0		\$0		\$0		0	\$67,000	
TOTAL GRANT AWARD/ALLOCATION TO SITE		\$122,700		\$63,450		\$0		0	\$67,000	

ASES MATCH REQUIREMENT:

ASES requires a 3:1 match for every grant award dollar awarded.

Total Match amount required for this grant: 40,800

Facilities count toward 25% of this match requirement: 10,225

Remaining match amount required: 30,675

Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals 0

Total Match amount left to meet: 30,675

Required Signatures for Budget Approval:

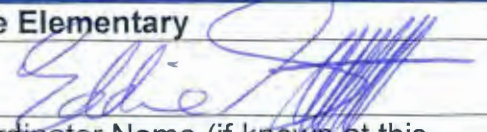
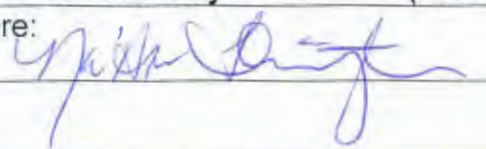
Principal: *[Signature]* Date: 5/15/15

Lead Agency: *[Signature]* Date: 5/15/15

OUSD After School Programs
funded by After School Education and Safety (ASES) and 21st Century Community Learning Center (21st CCLC) Grants

ASES and 21st CCLC After School Program Plan
Elementary & Middle Schools
2015 – 2016

SECTION 1: School Site Information

School Site: Lafayette Elementary	Lead Agency: Bay Area Community Resources (BACR)
Principal Signature: 	Lead Agency Signature: 
After School Site Coordinator Name (if known at this time): Lateshya Johnson	Date: 4/15/2015

SECTION 2: Alignment with Site Plan (SPSA), Major Improvement Priorities

In collaboration with school leadership, identify the school's Major Improvement Priorities where this after school program is identified for its high leverage practices.

- Balanced Literacy and Literacy Across the Curriculum
- Science, Technology, Engineering, and Mathematics (STEM)
- Extended Learning Time
- School Culture (including Meaningful Student Engagement)
- Health and Wellness
- Interrupting Chronic Absence (Attendance)
- Building Capacity and Leadership
- Family and Student Engagement

LCAP Strategic Priorities

In collaboration with school leadership, identify the specific LCAP goal(s) that this afterschool program will intentionally support.

- ☒ College & Career Readiness (LCAP Goal 1)
- ☒ Literacy (Proficiency on Standards, Grade Level Reading, English Learners Reading Fluency-LCAP Goals 2, 3, 4)
- ☒ Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

- ☒ Student Engagement (LCAP Goal 5)
- ☒ Parent/Family Engagement (LCAP Goal 6)
- ☒ Safe, Healthy & Supportive Schools (LCAP Goal 7)

State 3 – 4 primary goals of the After School Program and intended impacts for participating students. Describe how these after school goals align with the school's Major Improvement Goals and Strategies identified in its SPSA plan.

1. Continue our focus on Literacy through a strong partnership with the school day. The Academic Liaison (AL) will continue to provide support conducting observations and professional development throughout the academic year.
2. Continue to strengthen our overall program through the Building Intentional Communities (BIC) curriculum. Specifically focus on strengthening student's interaction, engagement and staff facilitation skills.
3. Continue to strengthen our Science and Wellness activities. Attend trainings and dedicate a significant portion of our program to wellness and science. We will seek out additional support through learning communities and identify curriculum to help strengthen these areas.
4. Continue to provide events/showcases that engage families, school day and sister school and community members.

SECTION 3: OUSD Strategic Questions

Complete the matrix for **at least two** of the following four OUSD Strategic questions.

Strategic Questions/Desired Outcomes	Strategic Activities	Outcomes of Strategic Activities	Data used to assess the strategic activities
<i>As a result of our ASP efforts...</i>	<i>What after school strategic activities will support the desired outcomes?</i>	<i>What short-term outcomes will you expect from your efforts by the end of the school year?</i>	<i>What data will be collected to measure these outcomes?</i>
High School Graduation: How many more Oakland children are graduating from high school?	Our program supports high school graduation by providing activities that strengthen academic skills. Positive school climate is supported through family engagement, and strong partnership with school day staff and faculty. Enrichment activities provide	All students will participate in structured guided practice in homework and academic skill building activities on a weekly basis. Students will also participate in an array of enrichment activities which will provide leadership opportunities and	SBAC, report cards and other academic benchmarks will be shared by the school day to track academic progress. Feedback from school day staff/faculty will also

	opportunities for student leadership and self-reflection are key components when visioning for the future.	critical thinking skills, which will be reinforced through daily reflection.	be used to track behavior progress.
Satisfactory School Day Attendance: How many more Oakland children are attending school 95% or more?	Students with consistent attendance and helps to promote good attendance by communicating with parents regularly. Our staff also supports school day efforts by communicating with families whose children are at risk of becoming chronically absent	ASP staff and/or coordinator will communicate with school day and families on a regular basis. All participants' families are required to attend our Family Orientation which informs families about attendance policies and reinforces the importance of consistent attendance in both ASP and school day. Intervention will be provided for students who show patterns of chronic absenteeism.	Review school day attendance data targeting ASP students comparing to attendance of non-ASP students. Also, note any possible patterns of attendance behavior.
Job Skills/Career readiness: How many more students have meaningful internships and/or paying jobs?	Our program supports students to develop their ability to work within a diverse environment, appreciate differences and collaborate successfully with others. These skills are specifically reinforced in our boys/girls circles and our "Building Intentional Communities" curriculum. These are skills we believe are necessary to be successful in any job/career.	Students will be given opportunities for goal setting, leadership roles, and working collaboratively with their fellow students.	Data will come from daily reflection, and feedback from school staff/faculty. Be the Change consulting will also provide data on progress.
Health and Well-being: How many more Oakland children have access to, and use, the health services they need?	Our health and wellness activities are very strong. Our gardening and sports/recreation classes'	We will continue to run health and wellness activities that have been successful in the past. This is one of the	Focus groups are typically done at the end of the school year for data in this area.

	focus on student's health and wellness, but other enrichment activities also incorporate a wellness theme.	strongest components of our program.	
SECTION 4: Program Model and Lead Agency Selection			
For 2015-2016, my site will operate the following program model:			
<input checked="" type="checkbox"/> Traditional After School: <i>voluntary program open to all students, with enrollment priorities targeting certain students</i>			
<input type="checkbox"/> Extended Day Program: <i>additional class periods offered to students after the end of the regular bell schedule, for targeted grades and/or for all students of the school (Note: extended day classes must not appear on the school bell schedule)</i>			
<input type="checkbox"/> Blended/Hybrid: <i>combination of some extended day and some traditional after school programming</i>			
Description and Rationale for Selection of Lead Agency			
Describe how the selected Lead Agency partner will support the school's plans for Full Service Community School development.			
<p>The BACR philosophy about after school programs extends far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment where students can improve their academic and life skills. We believe in integrating the principles and practices of youth development into all activities. Just as important, we see the schools, students, and parents as our customers, and we believe it is our responsibility to understand and meet their needs.</p> <p>This approach to after school programs is consistent with the BACR mission of serving youth and families, fostering volunteerism, and building community. As a large diverse community agency, BACR has the organizational capacity and infrastructure to maintain high quality while expanding our services.</p>			
SECTION 5: Attendance, Program Dates, Minimum Days, and Program Schedule			
In order to remain in compliance and meet minimum funding requirements, the after school program must commence immediately upon the conclusion of the regular day and operate at least until 6pm on every regular school day for elementary and middle schools. (EC 8483)			
High school programs are required to operate a minimum of 15 hours per week.			
* CDE allows programs to close for a maximum of 3 of these days during the school year for professional development. Families must be notified of these program closure dates in advance, and the lead agency must maintain documentation of professional development activities offered on these dates, including training agenda and staff sign in sheets.			
Required # of Program Days your program will operate during School Year 2015-2016 (programs are required to operate between 177 – 180 days of the school year)			180

Projected Daily Attendance during School Year 2015-2016	166
Programs are allowed up to three days of program closure during the school year to offer staff professional development. Please list the three days (if any) your program plans to close this year for PD.	October PD day, last two days of school
Minimum Days Elementary and middle school after school programs are required to operate from the end of the school day to 6pm. When a school holds minimum days, the after school program must begin early and run a long day until 6pm. Minimum days have significant impact on the after school staffing and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming when the number of minimum days exceeds the typical OUSD schedule of one minimum day per week for the school year.	
Projected Number of Minimum Days for School Year 2015-2016	48
Describe funding plan to operate program on minimum days, including additional school resources (if any), to support full program implementation on all minimum days: <u>The Lafayette team plans for all minimum day just like a regular Wednesday minimum day. Staff will prepare their lessons the day before. Staff will be supported and expected to arrive on-time at the start of the day to provide full program implementation.</u>	
Program Schedule <ol style="list-style-type: none"> 1. Submit program schedule as an attachment, using the standard program schedule template. The after school schedule must indicate the school name and the program year. 2. Submit a copy of the school bell schedule for the 2015-16 school year. <p>Important Notes: The after school schedule must commence immediately the minute the school day bell schedule ends on all program days. Before submitting, compare the school bell schedule with the after school schedule to ensure that the times are aligned. (i.e. If the school bell schedule ends at 2:55 pm, then the after school schedule must begin at 2:55 pm. The same is true on minimum days.)</p> <p>Additionally, programs must operate at least until 6pm daily AND must operate at least 3 hours per day. (i.e. If the school bell schedule ends at 3:10 pm, then the after school program must begin at 3:10 pm and run until 6:10 pm)</p>	



SECTION 6: Academics

Your site should plan to offer a range of academic supports including:

1) Targeted Interventions 2) Skill-Building 3) Homework Support 4) Tutoring

Other possible supports may include computer lab, library exploration, project-based learning, coordination with SES tutoring.

Academic activities should be aligned with school goals and support specific student achievement needs defined by the school.

Activities should be based on sound instructional strategies aligned with the regular school day program.

Required Elementary Academic Programming: Elementary programs are required to provide at least 1 hour of literacy instruction per week for all students. (Curriculum and PD will be provided by OUSD After School Literacy Learning Community.) Programs are highly encouraged to provide after school math and science instruction. There will be learning communities to provide math and science curriculum and PD.

Description of program/activity	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Instructional Strategies	Frequency (hrs/week; # of weeks)	Measurable Outcomes
Our staff will participate in the science learning community and use science curriculum to develop after school science lessons that are hands on and fun for students. Literacy will be reinforced through additional skill building activities as well as through reading and writing in enrichment activities		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Balanced literacy and overall academic success will be supported through skill building activities and science enrichment	Structured guided practice	4:15-5:15pm 36 weeks	AL will provide student benchmark scores to after school staff in order to continue to develop activities and identify whether or not we are supporting academic progress.
After School staff will assist students in completing their homework.		<input checked="" type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervention <input type="checkbox"/> Other	Balanced literacy and overall academic success will be supported	Structured guided practice.	3:15-4:15pm 36 weeks	Students will understand their homework and the majority of

			through homework assistance with a credentialed teacher.			program participants will complete their homework on a daily basis. Homework reports will also be provided by the after school staff to
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SECTION 7: ENRICHMENT & PHYSICAL ACTIVITY / RECREATION

Enrichment activities and physical activity/recreation are required components of the ASES and 21st Century grants. Enrichment activities should provide students with the opportunity to apply their classroom learning in a real, hands-on way. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life. Enrichment activities often support school goals for health and wellness, positive school climate, arts learning, and student engagement.

Recommended Middle School Program Components: Middle schools are highly encouraged to provide after school STEM instruction and youth leadership programming for students. (These program components are required for 21st Century middle school programs.) STEM and Building Intentional Communities youth leadership curriculum and PD will be provided by OUSD after school learning communities.

Description of Program/Activity	Rationale	SPSA goal(s) or school need supported by activity	Target Population and Frequency (hrs/week; number of weeks offered)	Targeted Skills	Measurable Outcome
All grades will learn basic fitness information around exercise and healthy living. Students will develop organized sports teams, and learn about sportsmanship and teamwork. Sports and fitness includes intramural sports and conditioning.	X Student Identified X School Identified X Parent Identified <input type="checkbox"/> Other (specify)	These activities will support general health and wellness and in creating a positive school climate	4;15-5:45pm 36 weeks	<input type="checkbox"/> College/Career Readiness X Social & Emotional Learning X Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)	All participants will indicate that they had an opportunity to practice physical activity and recreational sports at least

					once per week.
All grades will learn basic fitness information around exercise and healthy living. Students will develop organized sports teams, and learn about sportsmanship and teamwork. Sports and fitness includes intramural sports and conditioning.	<input type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	These activities will support our school day goal of creating a positive school climate, help students develop their abilities to solve conflicts, take on leadership responsibilities and develop stronger social skills.	4:15-5:45pm 36 weeks	<input checked="" type="checkbox"/> College/Career Readiness <input checked="" type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (specify)	All participants will indicate that they had an opportunity to practice physical activity and recreational sports at least once per week.
All grades will learn soil composition, food origins, sustainable, living/ eating, science, math and nutrition, insect life cycles and fertilization, appropriate use of garden tools, and basic garden upkeep. They will develop a sense of community, pride and appreciation for their work.	<input checked="" type="checkbox"/> Student Identified <input checked="" type="checkbox"/> School Identified <input checked="" type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	These activities will support general health and wellness and in creating a positive school climate.	4:15-5:45pm 30 weeks	<input type="checkbox"/> College/Career Readiness <input type="checkbox"/> Social & Emotional Learning <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input checked="" type="checkbox"/> Health and Wellness <input checked="" type="checkbox"/> Other (specify)	All participants will indicate that they had an opportunity to participate in garden class at least once per week. All fifth graders will present a science experiment by the end of the

					school year, inspired by the garden.
All grades will participate in art-based activities that teach the fundamentals of arts and crafts including painting, drawing, and basic art skills as appropriate per grade.	X Student Identified X School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)	Our visual arts activities reinforce themes and lessons that are covered in other classes. Often students work in groups, make presentations of their work and focus on reflection and mindfulness of their work.	4:15-5:45pm 33 weeks	X College/Career Readiness X Social & Emotional Learning <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) X Health and Wellness <input type="checkbox"/> Other (specify)	All participants will indicate that they have had the opportunity to participate in visual arts activities at least once per week.

SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY

After school provides an excellent context to foster parent involvement, connect families to the larger school community, and share important information related to the after school and regular school day programs. After school family engagement efforts should be aligned with school day efforts, and support school goals for family involvement. A variety of activities may be offered, including: parent workshops, family celebrations, parent-and-child-together activities, parent leadership and volunteer opportunities.

Family literacy is a required component of all 21st Century after school programs. Family literacy services support the educational goals of adult family members, connect them to resources and services in the community, and increase their ability to support their student's learning and development. For 21st Century grantees who receive Family Literacy funding: ***The activities listed below must align to your 21st Century Family Literacy budget plan.***

Type of Activity and Frequency	SPSA goal(s) or school need	Describe how this activity is connected to student	Measurable Outcome	Alignment with school day family engagement /
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	supported by activity	achievement		family literacy efforts or resources
Small Events/Open Houses	Parent engagement and positive school climate will be supported through these efforts.	Parents/families will attend open houses and orientation nights in order to learn more about the structure, policies, procedures and general information about the after school program. This is also an opportunity for questions to be answered about the student's progress in their after school work.	At least 15 parents will attend every small event such as open houses and orientations. This will be measured through sign-in sheets.	Monthly meetings with principal, outreach coordinator and other stakeholders Monthly newsletter, Parent surveys and feedback from school community
Large Events and Showcases	Parent engagement and positive school climate will be supported through these efforts.	Parents/families will attend showcases and celebrations where their students will perform and/or present what they have learned. Parents will understand more about what their student is learning in after school. Celebrations may also include a service/volunteer project for parents as well.	At least 50 parents will attend every large even/showcase. This will be measured through sign-in sheets.	Monthly meetings with principal, outreach coordinator and other stakeholders Monthly newsletter, Parent surveys and feedback from school community

SECTION 9: Chronic Absence Action Plan

Improving school day attendance for all students and reducing chronic absenteeism is one of the key OUSD strategic goals. The district goal is that all students will attend school at least 95% of the required school days or more, thereby achieving satisfactory attendance. Students who attend school 90% or less of required days are considered chronically absent. Students whose attendance falls in the "grey zone" between 90% - 95% are considered at risk of chronic absenteeism.

In partnership with the school day, after school programs can play an important role in supporting student attendance by doing things like celebrating good attendance, informing parents about the importance of attendance, uncovering what challenges students/families are facing that cause them to miss school, regularly monitoring student attendance data, contacting families to let them know their child was missed at school, etc., in addition to providing meaningful after school learning experiences that help keep students engaged and coming.

Below are several key strategies that after school programs can implement in partnership with the school day, in order to promote

positive attendance, and support students and families who are struggling with attendance. Select **at least two** of the following strategies below, and identify specific action steps that your program will implement for each strategy.

Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	ASP staff will hold a mid-year meeting to remind parents about the importance of good attendance, cover attendance policies and help parents understand why attendance is so important.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	ASP will help communicate with families of students who have been identified as at risk of being chronically absent.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	ASP staff will continue to publically acknowledge good attendance with certificates and recognition during special events.

SECTION 10: Transforming School Culture and Climate

After school programs can play a critical role in support the school's efforts to transform school culture and climate, helping to make schools positive, supportive places for all students to stay engaged, be successful, and thrive.

a) The following are paths that OUSD schools are taking to change discipline and transform school culture and climate. What strategy/strategies is your school utilizing to transform school culture and climate?

- ☒ PBIS (Positive Behavioral Interventions and Support)
- ☒ Restorative Justice
- ☒ Social and Emotional Learning
- ☒ Bullying Prevention
- ☒ Other: (please specify) BIC Building Intentional Communities

b) How will the school and lead agency partner work together to ensure that the after school program is aligned and supporting these efforts, and helping to transform school culture and climate? (i.e. shared professional development, curriculum, coaching, planning meetings, COST meetings, etc.)

Academic Liaison, Principal, Teachers and Coordinator will continue to have monthly scheduled planned meeting and scheduled professional developments days to share curriculum and coaching strategies. Volunteered Parents are encouraged to join some of the planning meetings. Scheduled check-ins and parent development classes are offered during the day and during the after school program.

c) Reducing the disproportionate suspension rates of African American students is a key priority for OUSD. Please describe any special efforts your after school program is taking to support the school engagement, social-emotional well-being, and/or academic success of African American students at your school (i.e. Manhood Development circles, Ethnic Studies curriculum, recognition ceremonies for student accomplishments, Black professionals as role models or mentors, etc.):

After school program and school day offers manhood and young women development circles weekly with Black professionals and mentors. Building Intentional Communities curriculum is used during the sessions. In addition, the after school program hosts monthly Pow Wows for students' accomplishments and presentations. School day and after school offers a variety of field trips to colleges and museums for exposure beyond their communities.

SECTION 11: Coordination with Other Service Providers

In the Full Service Community School model, the school becomes a hub of services where various types of service providers come together, work together, and coordinate their efforts to meet the holistic needs of students and families.

The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?

- ☒ COST team (Coordination of Services Team)
- ☐ SST (Student Study Team)
- ☐ SSC (School Site Council)
- ☐ ELT (Educational Leadership Team)
- ☐ PTA
- ☒ Attendance Team/Workgroup
- ☐ SPSA Site Planning team
- ☒ School Culture/Climate Committee
- ☐ Other (specify)

List key community partners whom you will actively collaborate with to accomplish the goals of your program.

Enrichment Goals: Black Swan Arts & Media, Oakland Parks and Recreation, Prescott Circus Theatre, LINKS, Boys scouts, Kids club, 180. BIC, Destiny Arts, Oakland School Orchestra, BOOST

Academic goals: ASPO, AL and Principal, Techbridge, Play-Well Teknologies, BIC

	Math, Parent volunteers
List all subcontractors who will be paid to deliver after school services.	AL, 2 Credentialed teacher k-5, computer technology teacher, Play-Well Teknologies and Today's Future Sound, Black Swan Arts & Media, and Destiny Arts.
Identify other service providers and support personnel at your school (i.e. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.	School Counselor, Principal, AL, Parent Liaison.

2015-16 After School Enrollment Policy for Lafayette Elementary School

USD has established district-wide guidelines for Target Population and Enrollment in ASES and 21st Century After School Programs. Within these guidelines, each school will create a site-specific After School Enrollment Policy that will be made public to the school community through the following methods:

- Enrollment policy will be included in After School Enrollment Packet and program materials.
- Enrollment policy will be discussed at after school parent orientation/meetings.
- Enrollment policy will be shared with school faculty.

Target Population: (Describe targeted student populations in order of priority. Specify data that will inform student selection.)

Target Population(s)	Specific Data to Inform Selection of Program Participants	(High School Only) Indicate if participation is <i>Optional</i> or <i>Mandatory</i> for each target population
Students in need of academic support and intervention to improve or sustain academic performance.	SRI scores and/ or school wide assessments. Referrals and recommendations made by teachers, counselors and other school staff.	N/A
Students in need of being engaged in learning (including students who have already learned regular school day content and need additional academic enrichment).	SRI scores and/ or school wide assessments. Referrals and recommendations made by teachers, counselors and other school staff. SRI data Literacy Assessment Lexile Level	N/A
Students with siblings already enrolled in after school program based on above priorities.	Referrals and recommendations made by teachers and other school staff. Parents will also provide this information.	N/A
Students from socio-economically disadvantaged families/backgrounds.	Referrals and recommendations made by teachers, outreach coordinator and other school staff.	N/A

Which grade levels will you serve in this program? 1st-5th

Note: The ASES and 21st CCLC grants require that programs are open to all students of the school, if space remains after outreach is done to targeted students. (For example, if program slots remain open after you have reached out to fill slots with target populations identified above, then by law, you must accept a kindergarten family that desires program services, even if your program prioritizes students in grades 1-5.)

Additional Notes:

- Successful after school programs are heterogeneous and include several target populations.

- Sites cannot simply utilize a first come-first serve process for enrolling students; sites should establish priorities for participation.
- Programs are intended to help close the achievement gap by serving a variety of students with academic and other needs.
- In alignment with OUSD's strategic goal to reduce chronic absenteeism, programs should consider targeting students at risk of chronic absenteeism, as determined by individual attendance rates between 90 – 95% during the current school year. (Programs should collaborate with school site leadership to obtain student attendance data.)
- Program must enroll adequate numbers of students to meet CDE attendance targets.

Enrollment Process and Timeline: (Summarize your enrollment timeline below. Describe how your school will identify and recruit students beginning in Spring 2015. Indicate how families will be notified of 2015-16 enrollment before the last day of school, June 11, 2015.)

Timeline	After School Enrollment Steps/Process	Individual(s) responsible
May 5th - 9th 2015	AL and other school staff provide most recent test scores and other referral/recommendation information. Preregistration and 1st grade recruitment	Coordinator/ Program Assistant
July 28th - August 8, 2015	Coordinator and after school staff pre-register students (75% of total enrollment goal). Pre-registration information sessions will be held and applications will be given out to students and families. Phone call / Mailing Acceptance Announcement	Coordinator/ Program Assistant
August 17, 2014	After School program staff will continue to register students during the first week of school 2014 in order to reach 100% enrollment. After school (k-2 grades) Student Parent Program Orientation	Coordinator/ ASP Instructors
August 21, 2014 September follow-up Parent Orientation	After School program staff will host a Parent Orientation to inform families of the attendance policies, program expectations and/or sign-up for late registration/ waiting list.	Coordinator/ ASP Instructors

Important dates to include in your timeline:

- April – June: Spring enrollment for 2015-16 programs.

- Families will be notified of 2015-16 after school enrollment before the last day of school, June 11, 2015.
- After school programs begin on 1st Day of school, with enrollment at a minimum 75% capacity.
- August – September: New school year enrollment of families for remaining program slots.
- Remaining program slots will be filled by September 30, 2015.
- All programs must maintain waitlists after program slots are filled.

School Support for Program Recruitment

Describe how the school will support after school program recruitment efforts. Specify how school staff will help promote the after school program, refer students, and communicate with families about program opportunities:

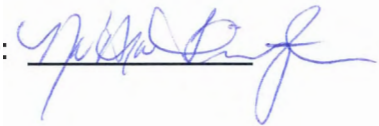
Lafayette school Administrative Assistant is fully committed to help translate and assure that all new incoming students and parents are informed about our soaring program. SOAR ASP brochures, interest cards, calendar and business cards are visible in the main office. Signs and decorated hallway bulletin boards with ASP name and organization are visible for all to see. Boards all also represented by grade level for people to various SOAR offerings. At every school event or meeting, the Program Coordinator is introduced to talk about the high quality program or an upcoming event to stakeholders and community members.

Principal Signature:





Lead Agency Signature:



2015-16 Assurances for Grant Compliance and After School Alignment with School Day

Principal and Lead Agency representative will review and discuss each assurance below, and initial next to each item to signify agreement. Attached separately are the following documents referenced below: 1) Grant Assurances signed by OUSD Superintendent, 2) After School MOU template, and 3) Quality Support Coach/Academic Liaison Role Description.

Principal initials	Lead Agency initials	2015 – 16 Assurances for Grant Compliance and After School Alignment with School Day
ES	NH	Site Administrator and Lead Agency Director/Site Coordinator have reviewed the CA Dept of Education's ASES and/or 21 st Century Grant Assurances, and understand mandated grant compliance elements.
ES	NH	Site Administrator and Lead Agency Director have reviewed the Lead Agency After School MOU together, and agree to the requirements outlined in the MOU for the lead agency partner.
ES	NH	Site Administrator will meet regularly with Site Coordinator to ensure program is meeting identified goals.
ES	NH	Site will share student outcome data to better refine program (Attendance data, test scores, Report Cards, IEP's, etc).
ES	NH	The principal and lead agency partner have reviewed and discussed the Quality Support Coach key responsibilities. Both Principal and lead agency partner understand that this role is critical for strengthening staff practices and the quality of the after school program. Site will identify a certificated, qualified individual to serve as the program's Quality Support Coach and to fulfill all responsibilities outlined in the role description.
ES	NH	Site will invite Site Coordinator and appropriate after school staff to participate in school day meetings and professional development opportunities, in order to ensure consistency in standards of teaching and learning and positive school climate.
ES	NH	Site will invite Site Coordinator to participate on SSC, COST, SST, and/or SPSA planning teams to ensure coordination of services.
ES	NH	Site will coordinate the use of facilities and site level resources in support of program goals.
ES	NH	Site will provide Site Coordinator with office space that includes access to internet and phone.
ES	NH	Site Administrator will share the School Site Safety Plan with the Site Coordinator and discuss appropriate policies and procedures to ensure safety during the after school hours.

Principal Signature: _____

Lead Agency Signature: _____

ASES and 21st CCLC After School Programs
2015-2015

Quality Support Coach (formerly called “Academic Liaison”)

After school research clearly shows that high quality programs result in increased youth outcomes. The higher the program quality, the more youth outcomes are achieved. The Quality Support Coach is a required position and plays a critical role in supporting after school program quality through the following high leverage staff capacity-building activities:

- Provide classroom observations, coaching support, and trainings to improve staff practices and program quality.
- Support the after school program’s *Assess – Plan – Improve* program quality improvement cycle by helping after school programs gather and review data on program quality, make plans for improvement, and receive training and coaching supports aligned to improvement plans.
- Bridge the after school program with school day goals, priorities, curriculum, pedagogy, and data.
- Provide lesson planning support and facilitation modeling to strengthen after school instruction.
- Help develop/design after school academic offerings and curriculum, and support alignment of after school activities with the Common Core standards

The Quality Support Coach can be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist, Math Coach from LCI, BTSA Coach, etc.). This individual will receive training and specific direction on the Quality Support Coach role from the OUSD After School Programs Office. The After School Programs Office will provide specific deliverables aligned with the key job duties listed above. The required budget allocation for this position is \$2,500 for the year, equivalent to 83 hrs/year at a Paid-In-Service contract rate of \$30.12/hour.

Quality Support Coaching Planning

a) Please identify who will fulfill the Quality Support Coach role for 2015-16:

☒ A credentialed teacher on staff who has effective skills and experiences in coaching and/or adult learning

☐ A qualified professional who is part of the school staff

☐ An OUSD coach connected to the school (i.e. LCI Literacy or Math coach, BTSA coach, etc.)

☐ Other individual (please specify in detail): _____

If known, please specify the name of the person who will fill the Quality Support Coach role, and identify his/her role in the school:

b) Some schools are challenged in finding a qualified individual on staff who can fulfill the Quality Support Coach role. In this case, the OUSD After School Programs Office will work actively to try to find an OUSD coach to match with the

school. Please mark:

My school needs support in finding an individual who can effectively fulfill the role of Quality Support Coach.

☐ Yes ☒ No

Teachers on Extended Contract for Direct Service

In addition to a Quality Support Coach, some schools choose to have teachers on extended contract to provide direct service to students after school, such as after school intervention, support with programs like Achieve 3000 or Fast Forward, and academic enrichment.

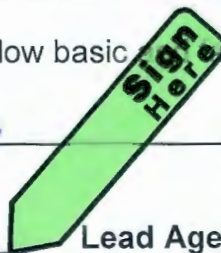
Please list specific after school classes/activities that will be facilitated by teachers paid on extended contract.

Important note: Teachers on extended contract who are providing direct services to students after school must be paid at the negotiated rate of \$23.16/hr (per OEA contract). After school grant funds can be utilized for this direct service work. The Quality Support Coach cannot provide direct service to students. The Quality Support Coach is primarily responsible for providing coaching and training, and is paid at the negotiated Paid-In-Service rate of \$30.12 for their staff capacity-building services. Teachers doing direct service work after school must be paid with an extended contract.

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract
Academic Interventions class (k-2 nd below basic and far below basic students)	4 hr x 36 weeks
Academic Interventions class for (3 rd -5 th below basic and far below basic students)	4 hr x 36 weeks

Principal Signature: _____

Eddie [Signature]



Lead Agency Signature: _____

[Signature]

After School Safety and Emergency Planning for 2015-16

After School Safety and Emergency Planning

A) The Comprehensive School Site Safety Plan will incorporate the After School Program. The Principal and Site Coordinator will discuss plans and procedures for after school safety, and the Site Coordinator will have access to the Comprehensive School Site Safety Plan.

X Yes ☐ No

If no, explain after school plans to ensure student and staff safety should an incident of violence or other crisis/emergency occur on or near the school campus during after school hours:

B) Describe the training that site will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

There are about three trainings a year and a host of practiced session scheduled throughout the year for student, parents and staff. All staff will attend BACR Summer Institute. Summer Institute is when the staff will be trained in safety, lockdown and crisis procedures. In addition, the principal will host two professional development training days which includes safety, lockdown and crisis procedures to Teachers and AI, assistant Coordinator. The Coordinator also provides training and signed contracts for ASP Instructor's reassurance and understanding. Moreover, the Coordinator provides opportunities for safety training to students through i.e. Fire department, American Red Cross and School Security Guards. Lastly, Coordinator and AL provided a questionnaire for parents and students to feel out twice a year for reassurance.

C) Principal and Site Coordinator have reviewed the *OUSD After School Emergency/Crisis 1st Level Response Notification Protocol*.

X Yes ☐ No

Facility Keys

Will the After School Program have access to facility keys for all areas where after school programming occurs?

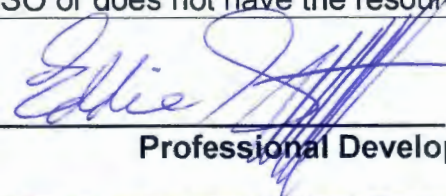
X Yes ☐ No

If no, indicate how the school campus will be secured if crisis should occur during after school hours and if lockdown is necessary:

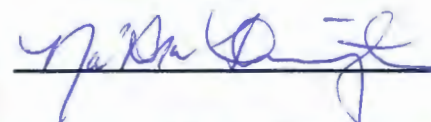
SSO Staffing: (check one)

- ☐ Site has a school day SSO who can accommodate after school related work as part of their regular salary.
 X Site will pay Extra time/Over time (ET/OT) to accommodate an after school SSO.
☐ Site does not need an SSO or does not have the resources to have an after school SSO.

Principal Signature: _____



Lead Agency Signature: _____



Professional Development and Staff Wellness

Professional Development: After school staff should receive adequate professional development, including coaching support and trainings, in order to grow and improve their practice. Programs should utilize data from the YPQA/SAPQA youth program quality assessment tool to determine the areas of focus for professional development.

a) What professional development, coaching, and training supports will be provided by the lead agency partner?

ASP Instructor's receives ongoing monthly trainings through various learning communities such as Math BIC, Tech bridge, BIC Leaders of Today, academic support led by AL and Credentialed teachers. Lead agency and Coordinator leads training in communication skills, building relationships, leadership, advocating for students, work/ life balances, Safety, Boundaries and decision making on the job.

b) What professional development opportunities will be provided by the school site?

Academic support led by AL and Credentialed teachers. Coordinators and AL will provide ongoing trainings using the SAPQA tools. The year focus will be planning, reflection, interaction and engagement.

ASPO professional development will consist of the mandatory August Institute (week of Aug. 4-8), mandatory monthly site coordinator meetings (2 hrs/month), Youth Work Methods trainings (4 hours in October during non-student day), the annual Bridging the Bay after school conference, and various professional learning communities (time commitment varies). Please mark:

I understand that professional development helps ensure program quality. My program is committed to providing/accessing professional development opportunities for after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional development over the course of the

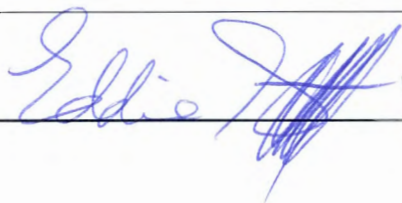
year (for key line staff, recommended at least 20 hours of PD/year). ☒ Yes ☐ No

Staff Wellness

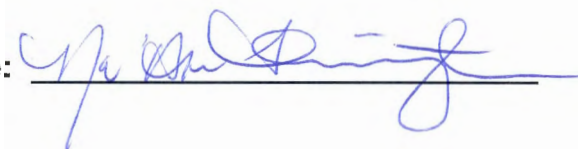
e) Please describe ways your program will work to support staff wellness over the course of the year:

Our program will ensure that staff participates in the necessary trainings to promote health and wellness awareness. The ASP will engage in team building activities to strengthen our team, as well as trainings during BACR Summer Institute to assist with engaging in activities that promote self-wellness. As well as participate in district trainings and meetings to learn and connect with other staff members from other sites across Oakland.

Principal Signature: _____




Lead Agency Signature: _____



Addendum for 21st Century Community Learning Center Grantees Only

Equitable Access: (must be completed by all programs that receive 21st Century Equitable Access funding)

Some 21st Century programs receive extra Equitable Access funding. The intent of Equitable Access funding is to provide targeted supports for special populations of students who may face challenges and barriers to program participation. Examples of allowable use of Equitable Access funds include:

- additional academic interventions/supports to struggling students (i.e. English Language Learners, students with special needs, etc.)
- mental health support services that enable students to fully participate in the after school program
- translation services, bus tickets, and other supports that make it possible for students to participate in program

How will your 21st Century program support equitable access in your program? Which population(s) of students in your program will receive extra support through the Equitable Access supplemental grant? Please describe your planned use of Equitable Access funds. Your plans must align with your Equitable Access budget.

N/A

21st Century Supplemental Programming during 2015-16 School Year

Describe your planned programming on weekends, intercession breaks, and other non-school days during the 2015-16 school year. Your supplemental program plans must match your proposed supplemental program budget.

(Please do NOT include summer program plans here; there will be a separate summer planning template.)

Number of supplemental program days you plan to offer during the 2015-16 school year:

N/A

Dates of Service:

N/A

Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)

N/A

Description of Supplemental program activities: (describe goals of programming, target audience, planned activities, etc.)

N/A



Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. BACR has provided after-school academic support, enrichment, and physical activity programming in Bay Area communities for more than 30 years; this includes partnerships with 27 schools in the Oakland Unified School District (OUSD) after school programs since 2004. Our after school programs are designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances—helping them overcome obstacles and become high achieving and joyful learners and by doing so, helping to reduce the achievement gap.

- ❖ BACR is the lead community agency— managing the entire program, providing staff, and delivering services—27 schools in Oakland, 13 in San Francisco, 5 in Alameda, 5 in San Rafael, 8 in Antioch, 15 in West Contra Costa County, and 12 in Mt. Diablo Unified in Contra Costa County..

OUR VALUES

- ❖ Provide children with a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Meet the needs of the schools, students, parents, and partner non-profits we serve.
- ❖ Empower youth by building confidence in their academic and social abilities
- ❖ Respect and embrace the sociocultural norms and history of the communities we serve in order improve the present, and sustain future generations.
- ❖ Give youth just, equal, and meaningful opportunities to learn, grow, and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

PROGRAM MODEL

Academic Assistance

- ❖ **Homework support:** Students work in small groups with trained staff.
- ❖ **Academic enrichment:** Students get hands-on opportunities to master academic content, through robotics, chemistry lab, poetry slams, and creative writing workshops.
- ❖ **Academic interventions:** Students who need it get one-on-one review sessions with teachers or tutors and Supplemental Educational Services tutoring.
- ❖ **Test preparation and credit recovery:** High school students get help to graduate.

Enrichment

- ❖ Students explore their interests and build new skills. Visual and performing arts, community service, and student-led projects that promote pride, embody culturally-responsive activities, and integrate learning objectives in California Content Standards.
- ❖ Enrichment activities are tailored to each school site.

Recreation

- ❖ Students can exercise, relax, and build social skills through organized sports, cooperative games, and free time.

Showcases

- ❖ Young people get opportunities to showcase their work and share their achievements with peers and family.

EVIDENCE OF OUTCOMES

Recent Oakland elementary school surveys of youth showed positive outcomes:

Students

- ❖ I feel safe in this program. 89%
- ❖ There is an adult at this program who cares about me. 91%
- ❖ When I'm in this program, I feel good about myself. 87%
- ❖ In this program, I learn how to use my time to finish all my school work. 91%

Recent Oakland middle school surveys of youth showed positive outcomes:

Students

- ❖ In this program, there is an adult who wants me to do my best. 87%
- ❖ This program helps me to feel like a part of my school. 72%

Recent Oakland high school surveys of youth showed positive outcomes:

Students

- ❖ The adults in this program listen to what I have to say. 95%
- ❖ This program helps me learn ways to study (like reading directions). 90%
- ❖ Since coming to this program, I am better at setting goals for myself. 90%

ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 3 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; mweinstein@bacr.org
 East Bay: Marisa Ramirez, (510) 559-3025; mramirez@bacr.org
 San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org
 Visit our website: www.bacr.org



**Bay Area
Community
Resources**

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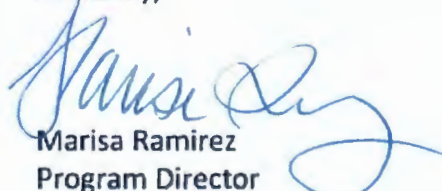
April 29, 2015

To Whom It May Concern:

It is the Bay Area Community Resources policy to ensure to the best of our abilities that everyone we bring into our BACR programs to work with our clients are properly screened so as to minimize any risk, either physical or emotional, to the children and other clients we serve. We achieve this through FBI and DOJ fingerprint background checks on all our employees, independent contractors, subcontractors and volunteers. We are set up to receive subsequent arrest records. In addition, all staff must turn in a negative TB clearance before they begin working with our students.

We certify that all staff meet our staff qualifications including TB clearance, and FBI/DOJ clearance before they begin working with the students. We can provide verification upon demand from OUSD.

Sincerely,


Marisa Ramirez
Program Director
mramirez@bacr.org

SAM Search Results
List of records matching your search for :

Search Term : Bay* Area* Community* Resources*
Record Status: Active

ENTITY	BAY AREA COMMUNITY RESOURCES, INC.	Status:Active
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DUNS: 102947132	+4:	CAGE Code: 3VGW8	DoDAAC:
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Expiration Date: Jun 8, 2016	Has Active Exclusion?: No	Delinquent Federal Debt?: No
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Address: 171 CARLOS DR

City: SAN RAFAEL

ZIP Code: 94903-2005

State/Province: CALIFORNIA

Country: UNITED STATES